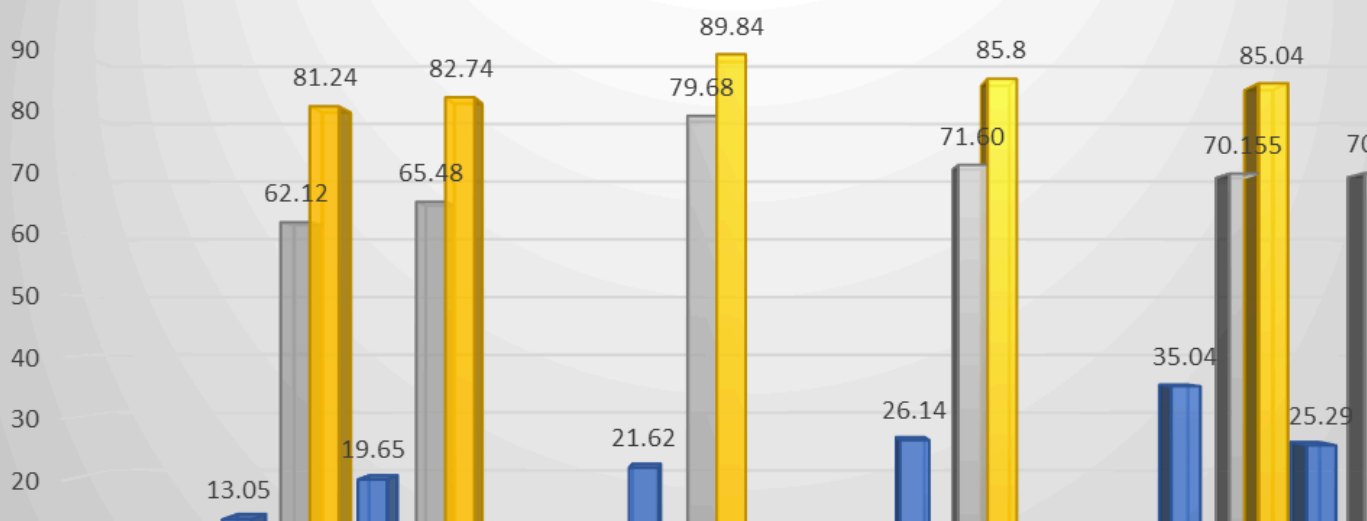




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BALISONG ELEMENTARY SCHOOL

EDUKASYON SA PAGPAPAKATAO (GMRC -ESP)				
PRE TEST RESULTS				
F.Y 2025 - 2026				
GRADE LEVEL	MEAN	SD	MPS	PL
GRADE 1				
Jacinto	13.95	4.25	63.49	82.11
Quezon	12.15	3.87	60.74	80.37
TOTAL	0	0	0	0
AVERAGE	13.05	4.06	62.12	81.24
GRADE 2				
Malvar	18.86	1.79	62.86	81.43
Kalaw	20.43	2.43	68.10	84.05
TOTAL	39.29	4.22	130.96	165.48
AVERAGE	19.65	2.11	65.48	82.74
GRADE 3				
Gomez	19.24	2.65	79.36	89.68
Aquino	24.00	3.64	80.00	90.00
TOTAL	43.24	6.29	159.36	179.68
AVERAGE	21.62	3.15	79.68	89.84
GRADE 4				
Laurel	24	3.64	80	90.00
Agoncillo	28.28	5.72	63.19	81.6
TOTAL	52.28	9.36	143.19	171.6
AVERAGE	26.14	4.68	71.60	85.8
GRADE 5				
Mabini	35.08	4.47	70.17	85.08
Rizal	35.00	4.18	70.14	85.00
TOTAL	70.08	8.65	140.31	170.08
AVERAGE	35.04	4.325	70.155	85.04
GRADE 6				
Jaena	37.51	5.91	75.01	87.51
Luna	35	4.18	70.14	85.000

BES-PRETEST - RESULTS -2025-2026





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REGION IV-A CALABARZON
SCHOOLS DIVISION OF BATANGAS
BALISONG ELEMENTARY SCHOOL

Based on the illustration results, the Grade III pupils achieved the highest scores in the pretest, indicating a stronger grasp of foundational concepts and academic skills compared to the lower grade levels. This outcome may be attributed to their previous exposure and accumulated learning experiences from Grades I and II, which likely contributed to their better performance. At this stage, learners have already developed basic literacy and numeracy skills, allowing them to approach assessments with more confidence and competence.

In contrast, Grade I pupils obtained the lowest scores in the pretest. This is understandable, as they are just beginning their formal schooling journey. Many of them are still adjusting to the classroom environment and learning routines, and they may not yet have developed the necessary skills to comprehend and answer test items effectively. Their limited exposure to formal instruction, especially in early reading, writing, and math, plays a significant role in their lower performance. This emphasizes the need for early learning interventions and more focused foundational support in the lower grades to help bridge learning gaps and prepare them for future academic challenges.



Address: Balisong, Taal, Batangas

☎ 0917-1933-738

✉ 107723@depd.gov.ph

📘 DepEd Tayo Balisong Elementary School - Batangas



✉ 107723@depd.gov.ph

📘 DepEd Tayo Balisong Elementary School - Batangas



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Narrative Report on the Mean Percentage Score (MPS) in
Edukasyon sa Pagpapakatao / Good Manners and Right
Conduct (EsP/GMRC) for Grades 1 to 6

FIRST PERIODICAL TEST
School Year 2025–2026

Introduction

This narrative report presents the results of the Mean Percentage Score (MPS) in Edukasyon sa Pagpapakatao/Good Manners and Right Conduct (EsP/GMRC) for Grades 1 to 6. EsP/GMRC is a vital component of the K to 12 curriculum, as it nurtures the moral, emotional, and social development of learners. It aims to instill Filipino values, ethical behavior, and a deep sense of responsibility that will guide pupils in becoming upright citizens.

The MPS serves as a tool to measure pupils' mastery of competencies in EsP/GMRC. The results of this assessment help teachers evaluate the effectiveness of instruction, identify areas of strength, and provide insights into gaps that need targeted interventions.

Presentation of Data

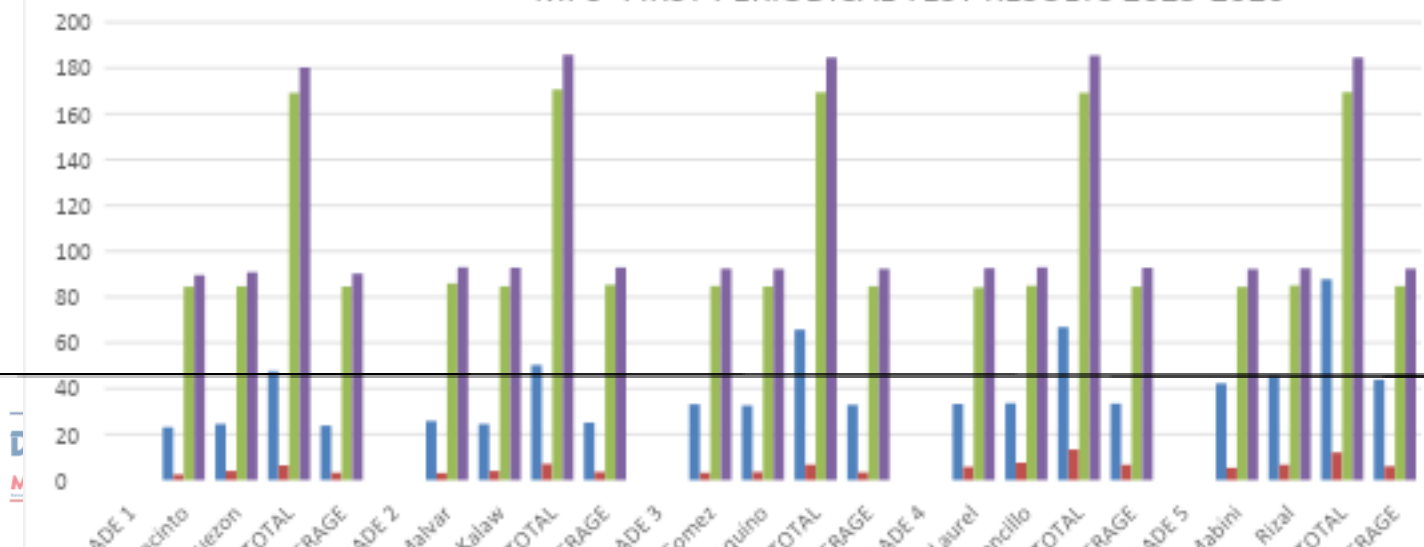
The table below shows the MPS results with graph in EsP/GMRC from Grades 1 to 6 for School Year 2025 –2026.



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EDUKASYON SA PAGPAPAKATAO (ESP / GMRC)				
FIRST PERIODICAL TEST RESULTS				
F.Y 2025 - 2026				
GRADE LEVEL	MEAN	SD	MPS	PL
GRADE 1				
Jacinto	23.1	2.43	84.5	89.55
Quezon	24.5	3.99	84.67	90.83
TOTAL	47.6	6.42	169.17	180.38
AVERAGE	23.80	3.21	84.59	90.19
GRADE 2				
Malvar	25.79	3.07	85.95	92.98
Kalaw	24.5	3.99	84.67	92.83
TOTAL	50.29	7.06	170.62	185.81
AVERAGE	25.15	3.53	85.31	92.91
GRADE 3				
Gomez	33.12	3.18	84.79	92.39
Aquino	32.6	3.53	84.63	92.21
TOTAL	65.72	6.71	169.42	184.6
AVERAGE	32.86	3.36	84.71	92.30
GRADE 4				
Laurel	33.26	5.77	84.16	92.58
Agoncillo	33.57	7.59	84.92	92.96
TOTAL	66.83	13.36	169.08	185.54
AVERAGE	33.42	6.68	84.54	92.77
GRADE 5				
Mabini	42.22	5.36	84.43	92.22
Rizal	45.52	6.7	85.04	92.52
TOTAL	87.74	12.06	169.47	184.74
AVERAGE	43.87	6.03	84.74	92.37
GRADE 6				
Jaena	45.52	6.7	85.04	92.52
Luna	43.63	5.35	84.58	91.26
TOTAL	89.15	12.05	169.62	183.78
AVERAGE	44.58	6.03	84.81	91.89
Grand Total	407.33	57.66	1017.38	1104.85
GENERAL AVERAGE	33.94	4.81	84.78	92.07

MPS -FIRST PERIODICAL TEST RESULTS 2025-2026





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Data Analysis and Interpretation

The results indicate varying levels of mastery in EsP/GMRC across the different grade levels. Grade 2-Malvar pupils attained the highest MPS at 85.95 %, suggesting that their longer exposure to values-based lessons contributed to their deeper understanding and application of competencies. This reflects their maturity and readiness to make sound moral decisions.

On the other hand, Grade 1V-Laurel pupils obtained the lowest MPS at 84.16%. This result may be linked to their early stage of formal schooling where they are still adjusting to structured values education and have limited capacity to internalize abstract concepts. The steady increase in MPS from Grade 1 to Grade 6 shows a positive progression in pupils' mastery, demonstrating the cumulative impact of continuous values integration in instruction.

Overall, the school achieved a satisfactory performance with an average MPS of 84.78.%, indicating that most learners reached the basic level of proficiency in EsP/GMRC.

Findings and Insights

The following key insights were drawn from the results:



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1. Pupils from higher grade levels consistently demonstrate better mastery of EsP/GMRC competencies than those from lower levels.
2. Younger learners require more engaging and concrete activities to fully grasp moral concepts.
3. There is a gradual improvement in MPS across grade levels, which proves the effectiveness of cumulative teaching strategies.
4. Despite satisfactory results, some pupils still struggle in applying values such as responsibility, cooperation, and conflict resolution in practical situations.

Recommendations/Interventions

To improve pupils' mastery of EsP/GMRC, the following recommendations are proposed:

1. **Strengthen Teaching Strategies** – Use storytelling, role-playing, and situational analysis to help pupils internalize values in real-life situations.
2. **Provide Targeted Remediation** – Offer enrichment activities for pupils who show low performance, particularly in Grades 1 and 2.
3. **Enhance Home-School Collaboration** – Encourage parents to reinforce values at home by modeling good manners and discipline.
4. **Integrate Values in Daily Routines** – Promote values formation not only in EsP classes but also in other subjects and co-curricular activities.
5. **Continuous Monitoring** – Track both the academic performance and behavioral manifestations of pupils to ensure holistic growth.

Conclusion

In conclusion, the EsP/GMRC MPS results for School Year 2025–2026 show that learners from Grades 1 to 6 achieved a satisfactory overall performance of 84.78%. While older pupils demonstrate higher mastery, younger learners need more focused guidance and engaging strategies to enhance their understanding and application of values.

The results highlight the importance of sustaining effective teaching methods and fostering a strong partnership between school and home. With



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continuous improvement efforts, pupils will not only excel academically but also grow as responsible, respectful, and values-driven individuals who embody the ideals of *Makatao, Makabansa, Maka-Diyos, at Makakalikasan*.

Prepared by:

MARILYN S. GIDORIO
School EsP Coordinator

Noted:

MARISSA G. ALEA
Principal II



Address: Balisong, Taal, Batangas
☎ 0916-8603869
✉ 107723@deped.gov.ph
💻 www.depedbatangas.org